

<http://www.blackboard.com/courses/ECE14orFCS14/>

ECE14 or FCS 14: Children's Nutrition, Health and Safety

## Announcements

**Posted in the Last Two Weeks**

F A L L 2 0 0 0

Welcome to Children's Nutrition, Health, & Safety!

MWF 10:00-10:50

Rodda South #273

Spring 2000

### Sacramento City College

**Instructor:** Jo-Ann Foley

**Office Hours:** RN #217

MWF 12:30-1:30; TT 9:20-10:20

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**Voice Mail:** 558-2103

**Instructional Assistant:** Melanie Dandridge

**Office:** Child Development Center

**Voice Mail:** 558-2534

**Instructional Assistant:** Iris Dimond

**Office:** RS #286

**Voice Mail:** 558-2310

**E-Mail:** brightroc1@yahoo.com

**Required Textbook:** Health, Safety & Nutrition for the Young Child, Marotz

**Recommended Texts:** Meals Without Squeals, Berman

As You Eat, So Your Baby Grows, Goldbeck

Healthy Young Children, Kendrick

#### Class Description:

This course is designed to look at basic nutrition, health and safety needs of children from the prenatal period through school-age. Students will identify the nutrients in foods as they affect a child's physical and mental development. The course places emphasis on maintaining the optimal health, safety and nutritional status of children at home and in group care. Projects relating to children's nutrition, health and safety are required as part of the course.

#### Course Goals:

**At the conclusion of the semester, students will be able to:**

1. Identify the classes of nutrients, their functions and food sources.
2. Discuss the nutrient needs during pregnancy, lactation and childhood.
3. Evaluate the nutritional status of children and their eating habits.
4. Analyze the impact of nutrition programs on the health of pregnant and lactating women, infants and children.
5. Identify potential hazards for a child in his environment.
6. Review basic first aid and accident management.
7. Identify symptoms of communicable childhood diseases.

#### Tentative Course Outline:

##### Health, Safety, and Nutrition

\_\_\_\_\_ Interrelationship of Health, Safety and Nutrition

**Health of the Young Child: Maximizing the Child's Potential**

- \_\_\_\_\_ Promoting Good Health
- \_\_\_\_\_ Health Appraisals
- \_\_\_\_\_ Health Assessment Tools
- \_\_\_\_\_ Conditions Affecting Children's Health
- \_\_\_\_\_ The Infectious Process and Effective Control
- \_\_\_\_\_ Communicable and Acute Illness: Identification and Management

**Safety for the Young Child**

- \_\_\_\_\_ Creating a Safe Environment
- \_\_\_\_\_ Safety Management
- \_\_\_\_\_ Management of Accidents and Injuries
- \_\_\_\_\_ Child Abuse and Neglect
- \_\_\_\_\_ Educational Experiences for Young Children

**Foods and Nutrients: Basic Concepts**

- \_\_\_\_\_ Nutritional Guidelines
- \_\_\_\_\_ Nutrients That Provide Energy
- \_\_\_\_\_ Nutrients That Promote Growth of Body Tissues
- \_\_\_\_\_ Nutrients That Regulate Body Functions

**Nutrition and the Young Child**

- \_\_\_\_\_ Infant Feeding
- \_\_\_\_\_ Feeding the Toddler and Preschool Child
- \_\_\_\_\_ Planning and Serving Nutritious Meals
- \_\_\_\_\_ Food Safety and Economy
- \_\_\_\_\_ Nutrition Education Concepts and Activities

**Course Assignments:**

- \_\_\_\_\_ Education Project: Design a teaching aid suitable for educating children on a topic related to health, safety or nutrition.
- \_\_\_\_\_ Nutritional Project: Evaluation of a child's general health and eating habits.
- \_\_\_\_\_ Safety Assignment: Safety check of home or preschool.
- \_\_\_\_\_ Menu Assignment: A five-day menu for a child care center
- \_\_\_\_\_ Label Assignment: Cereal label worksheet

**Course Requirements:**

1. Attendance at all class meetings. See Sacramento City College Policy on attendance.
2. Students must arrive on time; if late, they may be marked absent and dropped according to the attendance policy.
3. Submission of all assignments, (major and minor), on time. "On time" means that the assignment will be submitted at the beginning of the regularly scheduled class time and on the date that it is due. An absence on the day that the assignment is assigned, or due, does not excuse the student from the responsibility of turning that assignment in on time. If an assignment is accepted late, points will be reduced by 30 percent for each class day that it is late. Once assignments have been graded and returned to the class, no late papers will be accepted. Any assignment that is not submitted at the beginning of the regularly scheduled class time and date that it is due will be marked late and points reduced.

It is required that students have access and be able to use a typewriter or word processor for assignments that are required to be typed. If typing is required on an assignment, handwritten papers will not be graded and a student will receive a zero.

4. Completion of all assignments, examinations and quizzes.
  - A. Quizzes will be given during class and there are no make-ups.
  - B. Worksheets will be done frequently during class, points are earned if student is present and participates in a collaborative way.
  - C. Exams will be composed of textbook materials, lecture, handouts and videos.
  - D. Students must arrive on time the day of the exam or they will not be allowed to take the exam with the class.
5. At all times, students and instructor will use language appropriate to an academic setting.

**Grading:** Students grades will be based on accumulated points from all exams, quizzes, assignments and projects. The grades will be totaled at the end of the semester and the semester grade will be based on the following percentages:

90% & above	=	A
80 to 90%	=	B
70 to 80%	=	C
60 to 70%	=	D
Below 60%	=	F

In addition to the above percentages, final grades will be based on class attendance, participation during class and completion of all assignments on time.

## Required Text

Safety, Nutrition and Health in Early Education, Delmar Publishers, Cathy Robertson, 1998.  
ISBN: 0-8273-7329-5

## Course Goals

At the end of the semester students will be able to:

1. Identify the classes of nutrients, their functions and food sources.
2. Discuss the nutrient needs during pregnancy, lactation, and childhood.
3. Evaluate the nutritional status of children and their eating habits.
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## Course Outline (tentative)

Health, Safety, and Nutrition  
Interrelationship of Health, Safety and Nutrition  
Health of the Young Child: Maximizing the Child's Potential  
Promoting Good Health  
Health Appraisals  
Health Assessment Tools  
Conditions Affecting Children's Health  
The Infectious Process and Effective Control  
Communicable and Acute Illness: Identification and Management  
Safety for the Young Child  
Creating a Safe Environment  
Safety Management  
Management of Accidents and Injuries  
Child Abuse and Neglect  
Educational Experiences for Young Children  
Foods and Nutrients: Basic Concepts  
Nutritional Guidelines  
Nutrients That Provide Energy  
Nutrients That Promote Growth of Body Tissues

Nutrients That Regulate Body Functions  
Nutrition and the Young Child  
Infant Feeding  
Feeding the Toddler and Preschool Child  
Planning and Serving Nutritious Meals  
Food Safety and Economy  
Nutrition Education Concepts and Activities

## Course Projects

Course Assignments:

Education Project: Design a teaching aid suitable for educating children on a topic related to health, safety or nutrition.

Nutritional Project: Evaluation of a child's general health and eating habits.

Safety Assignment: Safety check of home or preschool.

Menu Assignment: A five-day menu for a child care center

Label Assignment: Cereal label worksheet

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## Instructional Assistant Melanie Dandridge

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## Instructional Assistant Iris Dimond

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**Personal Link:** <http://>

## Assignments

### Lesson Plan- Health Project

Your health project should be designed to help children develop health awareness and bring about a desired change in their behavior. Carefully planned educational experiences prepare children to be responsible, healthy adults.

The ultimate goal of health, nutrition, and safety education is the development of positive knowledge, behavior and attitudes. Learning is demonstrated by children's ability to make good decisions and carry out health, nutrition and safety practices that maintain or improve their present state of health.

Names of my group members:	Dates we worked on our health project:					


### **TOPIC SELECTION and CONCEPT OF THE ACTIVITY:**

1. Topics should be selected to meet children's immediate needs and interests. These will vary with different backgrounds and special abilities of children in each group.
2. The age group of children requires consideration. Practices and concepts should be matched to children's ages, as well as to their particular stage of development.
3. Children need to understand the value of making healthful decisions and following good health and safety practices. A simple explanation is all that is needed. (For example, "Washing your hands gets rid of germs that can make you sick.)

The **topic** our group selected is/ the **concept** (purpose) is:

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### **OBJECTIVES :**

1. Objectives describe the exact quality of change in knowledge, behavior, attitude or value that can be expected from the learner upon completion of the learning experiences.
2. Objectives must be written in clear and meaningful terms. (For example, "The child will be able to *identify* appropriate clothing to wear for three different types of weather conditions."

The key term in this objective is "identify." It is a specific behavioral change that can be evaluated and measured. In contrast, the statement, "The child will know how to dress for the weather," is too vague and difficult to accurately measure.

Additional examples of precise and measurable terms include:

draw	describe
list	identify
discuss	answer
explain	demonstrate
select	match
write	compare
recognize	

Objectives for our activity:

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## **2. METHODS OF INSTRUCTION (LEARNING ACTIVITY)**

Teachers serve as facilitators in the educational process, selecting strategies that are appropriate for children, and support the stated objectives. How a teacher or caregiver conveys the information, skills and values to the children, depends on the instructional method that is selected.

When selecting a method, teachers should consider:

- presenting only a few, simple concepts or ideas during each session
- limiting presentations to
  - toddlers == 7 to 10 minutes
  - preschool & school-age == 10 to 15 minutes
- class size, age group, type of materials being presented and available resources
- emphasizing the positive aspects of the concepts; avoid confusing combinations of do's and don'ts, good and bad
- ways to involve children as participants
- opportunities for repetition (to improve learning)
- ways to use encouragement and positive reinforcement to acknowledge children's accomplishments

Use a variety of methods to present health/nutrition/safety instruction:

Some examples of different methods are:

- adult-directed vs. group discussions
- audiovisuals (videos, models, specimens)
- demonstrations and experiments
- displays, (posters, bulletin boards, booklets)
- printed resource material (pamphlets, posters, charts)
- guest speakers
- personal example
- dramatic play (dressing up, hospital, dentist office, restaurant, traffic safety, supermarket)
- field trips (visit to a hospital, dental office, exercise class, supermarket, farm, Safetyville, U.S.A.)
- art activities, (including posters, bulletin boards, displays, pictures, flannel boards, created by the children)
- actual experiences, (hand washing, brushing teeth, grocery shopping, cooking projects, growing seeds, animal care)
- puppet shows (care when you are sick, protection from strangers, health checkups, good grooming practices)
- games and songs
- guest speakers (firefighters, dental hygienists, nurses, aerobics or dance instructor, nutritionist, poison control staff, mental health professional)

Our activity will be presented using the following methods of instruction:

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[illegible]

## EVALUATION

Evaluation of the curriculum is accomplished by measuring positive changes in children's behavior. The goals and objectives established at the onset of curriculum development are used to determine whether or not the desired behavioral changes have been achieved.

Example:

- Do children remember to wash their hands after using the bathroom without being reminded?
- Do children check for traffic before dashing out into the street chasing after a ball?
- Do children brush their teeth at least once daily?
- Are established rules followed by children when they are alone on the playground?

Evaluation can be based on demonstrations of change in children's behaviors. Many of these changes can simply be observed. However, **written tests** may also be an appropriate method for evaluating learning in **older** children.

Evaluations should reflect on the following questions:

- Do the objectives identify areas where learning should take place?
- Are the objectives clearly stated and realistic?
- Were children able to achieve the objectives?
- Was the instructional method effective? Were children involved in learning experiences?
- What suggestions for improvement could be made the next time the lesson is presented?

We feel the best method to evaluate our activity is by: (Please attach a sample evaluation tool.)

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<b>PROJECT EVALUATION</b>	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Topic:</b> Is it interesting?			
<b>Concept:</b> Are the children's needs being met?			
<b>Concept:</b> Is it clear that the children understand why this is important to them?			
<b>Objectives:</b> Do the objectives describe the exact quality of change?			
<b>Objectives:</b> Are the objectives stated in clear and meaningful terms?			
<b>Materials List:</b> Is the materials list complete?			
<b>Materials List:</b> Are the materials listed in the order that they will be needed?			
<b>Materials List:</b> Are the quantities of materials included in the list?			

<b>Materials List:</b> Was responsibility for the materials spread equally among the group?			
<b>Methods of Instruction:</b> Were the methods of instruction appropriate for the activity?			
<b>Methods of Instruction:</b> Did the methods support the stated objectives?			
<b>Methods of Instruction:</b> Was the time allotment appropriate for the age group?			
<b>Methods of Instruction:</b> Were the methods of instruction appropriate for the size of the group?			
<b>Methods of Instruction:</b> Were positive aspects of the concepts emphasized?			
<b>Methods of Instruction:</b> Was positive reinforcement used to encourage the children?			
<b>Methods of Instruction:</b> Were the children encouraged to be active participants?			
<b>Evaluation:</b> Does the evaluation method reflect the goals and objectives of the activity?			
What suggestions for improvement could be made the next time the lesson is presented?			

Please **type** your Lesson Plan using the following format:

**TOPIC:**

Title

**CONCEPT:**

Purpose of the activity

**OBJECTIVES:**

**Students will be able to:**

What do I want the children to learn?

What will they be able to do after the activity?

Which critical thinking skills will they use?

**MATERIALS LIST:**

What materials will I need?

**LEARNING ACTIVITIES:**

What is going to be taught?

What methods will I use?

**EVALUATION:**

How will I measure changed behavior?

Attach a typed copy of your evaluation tool to the lesson plan.

**Sample Lesson Plan**

**THE WOLF AND THE BIG, BAD TOOTHACHE**

We are creating health education activities to be presented to children. The theme we have chosen is Children's Dental Health. This particular activity relays the message that it is important to brush your teeth to keep them shiny and clean. If you have a toothache, you can visit the dentist and s/he will help you.

**OBJECTIVES**

**Students will be able to:**

1. List two things that happened to Wolfy when he neglected his teeth.
2. Name the person who taught Wolfy how to take care of his teeth.
3. Identify two instruments the dentist gave Wolfy to care for his teeth.
4. Discuss healthy, tooth-friendly foods for Wolfy to eat.
5. Explain what they (the children) should do, after eating food to take care of their teeth.

**MATERIALS LIST**

Story: The Wolf and the Big, Bad Toothache

Flannel Board

Flannel Characters:

Big, Friendly Wolf

Little Red Riding Hood

Granny

Picnic Basket with healthy foods to eat

Candy

Door to the dentist's office

Dentist

Toothbrush, Toothpaste, Floss

Sign to hang on Wolfy's neck

## LEARNING ACTIVITIES

1. Teacher's input: Share the story with the children using the flannel board and flannel characters.
2. Teacher's input: Ask leading questions as the story progresses, transitioning from one topic to the next.
3. Encourage student input during the story by allowing the students to answer questions and having them make sound effects.
4. Student input: The students will discuss answers to the evaluation questions.

## EVALUATION

1. Discuss the story.
2. Ask the students questions about Wolfy and his toothache.
  - a. What kinds of things happened to Wolfy when he didn't take care of his teeth?  
**Bad breath, dirty teeth, big toothaches**
  - b. Who taught Wolfy how to take care of his teeth?  
**Dentist**
  - c. Name two instruments the dentist gave Wolfy to keep his teeth clean?  
**Toothbrush, floss, toothpaste**
  - d. What are some healthy, tooth-friendly foods for Wolfy to eat?  
**Fruit, berries, jerky...**
  - e. What should we do after we eat food, to keep our teeth clean and strong?  
**Brush them!!!**

## THE WOLF AND THE BIG, BAD TOOTHACHE

Once upon a time, not so very long ago, there was a Big, Bad Wolf. He had a son named Wolfy. The only things big and bad about Wolfy were his BIG TOOTHACHES and BAD BREATH. He was not like his father, (the one who chased Little Red Riding Hood to Granny's house). His father had big, white, shiny fangs, and he did really bad things. Wolfy was friendly. He lived near the picnic grounds. Everyone would feed him cookies, candy and cake. His teeth grew dull and ugly, because no one ever showed him how to clean his fangs after eating all of those goodies.

One day, while picnicking with Granny and Little Red Riding Hood, he got one of his big toothaches. Little Red Riding Hood said, "We'd better take you to the dentist in the village." So,

they got into Granny's car and drove into town.

The dentist examined Wolfy's teeth and said, "Poor Wolfy, I'll fix all your teeth and clean them up. Here is a toothbrush, toothpaste and some floss that you can use to keep your teeth clean." (Children make sounds of cleaning, swishing, flossing, etc...) "There, all through!" said the dentist. "Now, I have something for you to show all the people in the picnic grounds." The dentist hung a sign on Wolfy's neck. The sign said, "Only feed the Big, Friendly Wolf healthy foods like fruits, berries, jerky, and maybe some sugarless gum!"

So, they all went back to the picnic grounds, and lived happily ever after.....**THE END**

## **EVALUATION**

- 1. Discuss the story.**
- 2. Ask the students questions about Wolfy and his toothache.**
  - a. What kinds of things happened to Wolfy when he didn't take care of his teeth?**

**Bad breath, dirty teeth, big toothaches**
  - b. Who taught Wolfy how to take care of his teeth?**

**Dentist**
  - c. Name two instruments the dentist gave Wolfy to keep his teeth clean?**

**Toothbrush, floss, toothpaste**

**d. What are some healthy, tooth-friendly foods for Wolfy to eat?**

**Fruit, berries, jerky...**

**e. What should we do after we eat food, to keep our teeth clean and strong?**

**Brush them!!!**